Improvement Strategy (linked to AIP)

Reading
- Deliver oral language activities that target phonological and phonemic awareness Dr Carol Christensen / Early Language program Prep/Year3
- Implement screeners to identify those students requiring assistance with phonological awareness and letter / sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading
- Continue to embed a balanced reading program
- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
- Embed comprehension strategies eg Sheena Cameron, into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Ensure the 5 aspects of reading are explicitly addressed i.e: 1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4.Text and Textual features; 5. Knowledge of the World
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference
- QAR, Sheena Cameron Comprehension Strategies, Daily Rapid Reading
- Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in reading
- Interactive teaching and learning

Numeracy
- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources eg PAT M.
- With PEAAC support and cluster opportunities (Best Practice Networks), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen number facts
- Complete a thorough interrogation of NAPLAN data - 2014 / 2015 in preparation for 2016 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in reading
- Interactive teaching and learning

TARGETS- 2016

Student Attendance
94 %

STUDENT ACHIEVEMENT- 
- 80% C or better in English, Math and Science

ACHIEVEMENT- NAPLAN
- % of students achieving U2B

<table>
<thead>
<tr>
<th>U2B</th>
<th>Yr 3</th>
<th>Yr 5</th>
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<tbody>
<tr>
<td>Reading</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>32%</td>
<td>40%</td>
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